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ABSTRACT

This study looked at whether white students at predominantly black colleges are as likely as black students at white colleges to report lower grades, less satisfactory relations with faculty, perceptions of accommodation of diversity in the campus environment, and feelings of discrimination. Data consisted of student responses to questionnaires distributed to 7,428 students at 30 institutions. Respondents numbered 4,094. Results suggested that, when student background characteristics are taken into account, race, school type, and their interaction make a difference in the prediction of academic performance, feeling of discrimination, and student perceptions of diversity accommodation. When background characteristics were controlled there was no difference in academic performance between black and white students at black institutions. But with the same controls, at white institutions, blacks earned significantly lower grades. Black students on predominantly white campuses reported higher ratings on feelings of discrimination than did white students on black campuses though such feelings were also reported by white students at predominantly black campuses. While black students on black campuses experienced better relationships with faculty than did black students on white campuses, there was no difference in the quality of faculty-student relationships reported by white students on the two types of campuses. (Contains 27 references.) (JB)

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The Effects of Race and Type of Institution on the College Experiences of Black and White Undergraduate Students Attending 30 Predominantly Black and Predominantly White Colleges and Universities

By

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HE 027 702

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Literature Review

Much of the research on minority participation in higher education has primarily focused on comparisons between the college experiences of black students attending predominantly white colleges compared to those of black students attending predominantly black colleges, and comparisons between the experiences of black and white students attending predominantly white institutions. Selected findings from these studies suggest that black students on predominantly black campuses receive higher grades and are more satisfied with the college experience than their counterparts at predominantly white colleges (Astin, 1982; Fleming, 1984; Allen, 1986; Nettles, 1988).

Faculty-student relationships have also been shown to be an important aspect of the college experience. Frequent faculty contact outside the classroom is associated with higher grades; and black students at white institutions have less contact with faculty than white students (Nettles, 1988).

The association between faculty-student relationships and student achievement is further illustrated by studies conducted by Tidball (1973) and Thompson (1973). Tidball found a positive relationship between the number of female faculty at a college and subsequent student achievement. There was an over representation of women from women's colleges in Who's Who of American Women. Similarly, Thompson (1973) made the observation that the majority of the country's black leadership were educated in black colleges where there is a majority of black faculty. It appears that by providing students with similar race (or gender) role models, the interests, motivations, and success of minority students will be enhanced (Solomon & Wingard, 1991).

In reference to feelings of discrimination, Allen (1988) and Nettles (1988) found that Black students at predominantly white colleges reported high ratings on feelings of discrimination than black students attending predominantly black colleges.

As the above findings have shown, much of the research on minority participation in undergraduate education particularly, has focused on comparisons between the college experiences of black students attending predominantly white colleges compared to those of black students attending predominantly black colleges, and comparisons between the experiences of black and white students attending predominantly white institutions. However, relatively few studies have compared the experiences of students in the racial majority and the racial minority at each type of institution. Findings from these studies provide some evidence of similarities in the college experiences of the two groups of students.

For example, a study conducted by Fleming (1984) included data from white students attending predominantly white colleges in Texas, Georgia, and Ohio. She reported that development among white students on predominantly white campuses parallels that of black students on predominantly black campuses. She further adds that black males on black campuses and white males on white campuses demonstrate indistinguishable behavioral characteristics. Nettles (1988) found that, while black students attending white public universities were more dissatisfied than white students with the college experience; white students attending black public universities were more dissatisfied than black students with their college experience.

Perhaps the strongest case for a claim of similarity of experience between dominant and subdominant groups on each type of campus can be made on

the basis of results reported in two studies. In his study on Whites at Black Colleges, Willie (1981) reanalyzed data collected from an earlier study (Standley, 1978) of over 1,000 white students attending 20 predominantly black colleges to assess their attitudes and experiences relative to the college experience. The findings showed that a majority of white students questioned whether campus activities, including student government, represented their interests, and nearly six out of every ten white students remained undecided as to whether the counseling and advising services were sensitive to the needs of white students. Seven out of ten students stated that the presence of white faculty members and other white students fostered a sense of belonging (Willie, 1981).

In addition, Nettles (1988) found that white students on black campuses, and black students on white campuses reported higher ratings on feelings of discrimination than whites on white campuses, and blacks on black campuses. However, blacks on white campuses reported the highest ratings on feelings of discrimination among the four groups of students.

The Current Research

The impetus for the current research stems from the realization that relatively few studies have attempted to compare the college experiences of students in the racial majority and minority groups on both predominantly black and predominantly white colleges and universities simultaneously. That is: Are white students at predominantly black colleges as likely as black students at predominantly white colleges to report lower grades, experience poorer relationships with faculty, report less accommodation of diversity in the campus environment, and report higher feelings of discrimination than their counterparts at each type of university?

The examination of these questions is an extension of the ground breaking research conducted by Michael T. Nettles that investigated predictors of two separate measures of academic performance (college grade point average and progression rate). While the prior study attempted to identify a number of faculty, student, and institutional predictors of academic performance, the current research focuses on an examination of the main effects of race, type of institution, and their interaction on academic performance, faculty-student relationships, student perceptions of the accommodation of diversity in the campus environment and feelings of discrimination.

If, in fact, there are similarities in the college experiences of the dominant and subdominant groups at each type of university, then, up to now, the issue of minority participation in undergraduate education has been viewed through a rather narrow lens. The goal of this research is to extend that view.

Research Design and Analytic Methodology

The data for the re-analysis was collected from a 1982 study conducted by Michael T. Nettles. In the original study, data were collected from 4,094 students enrolled in 30 US colleges and universities. The goal of the study was to identify predictors of academic performance as measured by student self-reports of college grade point average and the average number of credits earned per semester.

The data consisted of student responses to a 109 item "Student Opinion" questionnaire that was pretested at six institutions with similar characteristics as the sample institutions; but not included in the study (Nettles, 1987). The questionnaire was distributed to 7,428 students and had a return rate of 55.1% (n=4,094).

This particular dataset was selected for the re-analysis because it not only allowed for comparisons between the college experiences of black and white students at predominantly white colleges and black and white students at predominantly black colleges; but also addressed the problem of sample size through an informed sampling strategy.

Sample Selection

In the original design by Nettles, the sample was selected from the fall 1982 enrollment lists of black and white students attending 30 colleges and universities in ten Southern and border states (the Adams' States). Data were collected from a stratified random sample of students enrolled in five types of colleges and universities - white public, black public, white regional public, white private, and black private. There are six colleges and universities within each type. The 30 institutions were stratified by type and student race. Black and white students were randomly selected from each type of institution with equal allocation (Light, Singer & Willett, 1990).

Although the original goal was to include 300 students from each campus - 50 white and 50 black students from the sophomore, junior, and senior classes - there were insufficient numbers of the racial minority in each case to allow for such a strategy. As a result, all the students in the racial minority were included in the sample. The absence of large numbers of whites at black colleges and blacks at white colleges provides a possible explanation for the paucity of studies investigating similarities between black and white students at predominantly black and predominantly white colleges. White students are disproportionately underrepresented in predominantly black colleges and in private colleges particularly.

Analyses

As a consequence of the random selection of the sample with equal allocation, all of the analyses are weighted to compensate for the oversampling of black students on white campuses and white students on black campuses; as well as the undersampling of white students on white campuses and black students on black campuses.

Multiple regression analysis was used to answer the research questions. For each dependent variable (academic performance, faculty-student relationships, feelings of discrimination, and student perceptions of the accommodation of diversity in the campus environment), the baseline control model included several student characteristics as covariates (e.g. age, sex, ses, racial composition of the high school attended, scholastic aptitude, and enrollment status). An Increment- to- R^2 -test (Neter, Wasserman, Kuter, 1985) was conducted to test the hypothesis that the addition of all possible two-way interaction terms among control variables and among race and schooltype with the control variables, makes no difference in the prediction of academic performance, faculty-student relationships, feelings of discrimination, and the accommodation of student diversity in the campus environment. The result of the Increment-to-R^2-test determined whether the "question" predictors were added to the baseline model or to a fully interacted model.

Type of institution was recoded into a dichotomous variable representing predominantly black and predominantly white institutions. Its main effect and the main effect of race were added jointly to each model. The variables that comprise the background, predictor, and outcome measures are described in Appendix A.

Limitations of the Study

Any reported findings of effects on academic performance particularly are limited by the lack of content and concurrent validity of reported GPA as the measure of academic performance, and response bias.. Standards may not only differ across types of institutions; but they may also differ across courses and departments within a given institution. Additionally, in this dataset, college grade point average is primarily based on student self-reports. In order to establish concurrent validity, self-reports need to be confirmed as valid indicators of actual GPA. Finally, only 55.1% of the sample returned the Student Opinion Survey and, therefore, response bias may have occurred.

Black and white institutions differ in terms of selectivity, type of control, size of enrollment, and the distribution of black and white faculty. All of these institutional level characteristics are subsumed in type of institution. In the analyses that follow, an effect of type of institution on an outcome variable may be confounded with one or more of these institutional features.

As a result of the small numbers of white students at black colleges, findings pertaining to these students must be subjected to replication and verification. Findings and conclusions will therefore be discussed within the context of these limitations.

Characteristics of the Sample Institutions

The sample institutions are located in 10 Southern and border states and Pennsylvania. There are 18 predominantly white and 12 predominantly black institutions. Of the sample institutions, 18 are publicly controlled and 12 are privately controlled. As shown in Table 1, there are more than six times as many students enrolled in predominantly white compared to predominantly black colleges. Black students at black colleges outnumber

those at white colleges by a 2:1 ratio; while white students at white colleges outnumber those at black colleges by almost a 60:1 ratio.

Insert Table 1 about here

The proportion of males and females at predominantly white colleges is approximately equal. However, at predominantly black colleges females outnumber males by a ratio of more than 1.5:1. While the overwhelming majority of students attending the two types of institutions are enrolled full-time, 11.4% of all students at predominantly black colleges compared to 5.1% at predominantly white colleges are enrolled part-time.

The total number of faculty at white colleges is more than eight times the total number of faculty at black colleges . While white faculty are 31% of the total number of faculty at predominantly black colleges, black faculty are only 1.8% of the total number of faculty at predominantly white colleges. In the sample, white faculty at black colleges outnumber black faculty at white colleges by a ratio of 2:1. Black faculty are 59% of the total number of faculty on predominantly black colleges, while white faculty are 94% of the total number of faculty at predominantly white colleges.

Findings

To reiterate, the analyses were conducted to answer the following research questions:

1. Do student background characteristics (age, gender, socioeconomic status, racial composition of the high school attended, scholastic aptitude, and enrollment status) influence academic performance, faculty-student relationships, student perceptions of the accommodation of diversity in the campus environment, and feelings of discrimination?

2. Do the effects of race, type of institution, and their interaction make a difference in the prediction of academic performance, faculty-student relationships, feelings of discrimination, and student perceptions of the accommodation of diversity in the campus environment?

Predictors of Academic Performance

As shown in model 2 of Table 2, age, sex, racial composition of the high school attended, scholastic aptitude, race, schooltype, and their interaction are predictors of academic performance. The variables contained in the baseline model explain almost 20% of the variation in college grade point average, while those contained in the fully controlled model explain 23% of the variation.

Insert Table 2 about here

Table 2 also compares the effects of race, schooltype, and their interaction in a fully controlled model with their effects in an uncontrolled model. While there is a main effect of race and schooltype in both models, the interaction effect is observed only in the fully controlled model. That is, controlling for student background characteristics, their two-way interactions, and the main effects of race and schooltype; the effect of student race on academic performance differs by the type of institution attended.

Insert Figure 1 about here

As shown in Figure 1, when student background characteristics are controlled, there is virtually no difference in academic performance between black and white students at predominantly black institutions. However, a very different pattern is observed between black and white students at predominantly white institutions. On average, black students on

predominantly white campuses receive lower grades than white students. While black students on these campuses receive an average grade of C+, white students receive an average grade of B-. On predominantly black campuses however, the race-related differences disappear; both black and white students receive an average grade of B. When student background characteristics are not taken into account (uncontrolled model), academic performance is higher among white students at both types of institutions.

Predictors of Faculty-Student Relationships

As shown in Model 2 of Table 3, age, sex, racial composition of the high school, scholastic aptitude, enrollment status, and the interaction between student race and schooltype are predictors of faculty-student relationships. The variables contained in the baseline control model explain approximately 6% of the variation in faculty-student relationships, while approximately 9% of the variation is explained by the variables in the fully controlled model.

Insert Table 3 about here

Table 3 also shows a comparison between the fully controlled and uncontrolled models of the effects of race, schooltype, and their interaction. There is no main effect race or schooltype on faculty-student relationships shown in either model. However, both models show an interaction effect between student race and schooltype. That is, the effect of student race on faculty-student relationships differs by the type of institution attended; and this relationship holds whether or not one controls for student background characteristics.

As shown in Figure 2, when student background characteristics are taken into account, black students on predominantly black campuses reported higher ratings on faculty-student relationships than white students on the same campuses. Although black students on predominantly white campuses

reported lower ratings on faculty-student relationships than white students; the difference in ratings at these institutions is minimal. Interestingly, there is virtually no difference in ratings among white students attending the two types of institutions. However, the difference in ratings among black students on both types of campuses is quite dramatic.

Insert Figure 2 about here

As shown in both models, black students on predominantly black campuses reported higher ratings on faculty-student relationships than white students on black campuses, and black and white students on predominantly white campuses; and this finding holds whether or not student background characteristics are taken into account.

Predictors of Feelings of Discrimination

As shown in Model 2 of Table 4, age, sex, ses, and racial composition of the high school attended, race, schooltype, and their interaction are predictors of feelings of discrimination. A comparison between the fully controlled and uncontrolled models shows a main effect of student race and schooltype, and an interaction effect. As we have seen with faculty-student relationships, the effect of race on feelings of discrimination differs by type of institution; and this relationship also holds whether or not student background characteristics are considered. The combined effects of race, schooltype, and their interaction explain almost 13% of the variation in feelings of discrimination, while the fully controlled model explains almost 14% of the variation.

Insert Table 4 about here

As shown in the fitted models of Figure 3, black students on predominantly white campuses reported higher ratings on feelings of discrimination than their counterparts on predominantly black campuses.

Similarly, white students on predominantly black campuses, compared to those on predominantly white campuses, also reported higher ratings on feelings of discrimination. Yet, black students on predominantly white campuses reported higher ratings on feelings of discrimination than white students on predominantly black campuses. While the dominant groups on each type of campus reported lower ratings on feelings of discrimination than the subdominant groups, black students on black campuses reported lower ratings than white students on white campuses. A comparison between the controlled and uncontrolled models shows that the above findings hold whether or not student background characteristics are included in the model.

Insert Figure 3 about here

Predictors of Student Perceptions of the Accommodation of Student Diversity in the Campus Environment

As shown in model 2 of Table 5, age, ses, race, schooltype, their interaction, are predictors of student perceptions of the accommodation of diversity in the campus environment. While the variables contained in the baseline control model explain virtually none of the variation in ratings on the accommodation of student diversity in the campus environment, approximately 11% of the variation is explained by the variables in the fully controlled model.

Insert Table 5 about here

Models 2 and 3 show a comparison between the fully controlled and uncontrolled models of the effects of race, schooltype, and their interaction on student perceptions of the accommodation of diversity in the campus environment. Both models contain an effect of race, schooltype, and their interaction. That is, the effect of student race on the accommodation of

student diversity within the campus environment differs by type of institution; and this relationship also holds regardless of controlling for the effects of student background. While 11% of the variation in the outcome variable is explained by the fully controlled model, 10% is explained by the uncontrolled model.

As shown in the fitted models of Figure 4, the dominant groups on each type of campus, white students on white campuses and black students on black campuses, reported higher ratings for the accommodation of diversity on their campuses than those reported by the two subdominant groups. However, white students on black campuses reported higher ratings than black students on white campuses. Further, the difference in ratings between black and white students on predominantly white campuses is greater than the difference in ratings between black and white students on predominantly black campuses. When the controlled and uncontrolled models are compared, the above findings hold whether or not student background characteristics are controlled.

Insert Figure 4 about here

Conclusions, Recommendations, and Implications for Policy and Research

The conclusions provide the context for offering recommendations for a policy and research agenda that address the disparities in the experiences of black and white students on each type of campus related to academic performance, faculty-student relationships, feelings of discrimination, and student perceptions of the accommodation of diversity in the campus environment. However, the findings and consequently the conclusions, are subject to verification with a larger sample of black students at white colleges and white students at black colleges.

The results suggest that student background characteristics may not play a major role in predicting faculty-student relationships, and student perceptions of the accommodation of diversity in the campus environment. Other models may need to be developed that would identify variables that influence these aspects of the college experience.

The findings further suggest that when student background characteristics are taken into account, race, schooltype, and their interaction make a difference in the prediction of academic performance, feelings of discrimination, and student perceptions of the accommodation of diversity in the campus environment. While there is no main effect of race or schooltype on faculty-student relationships, there is an effect of the interaction term. The persistence of the interaction effect across the four dependent variables suggests a disparity in the experiences of black and white students on predominantly black and predominantly white campuses; and with the exception of academic performance, this disparity exists whether or not student characteristics are taken into account.

The college campus is certainly no haven of equality; and the discrimination that exists in the greater society also exists within the walls of

academia. It is therefore plausible that discrimination may be one explanation for the discrepancies in grades between black and white students on predominantly white campuses.

The differences in relationships between faculty and students on each type of campus are quite profound, and the characteristics of each type of institution may be particularly instructive in shedding some light on possible explanations for such differences.

Among the sample institutions, predominantly white colleges have considerably larger student enrollments and a larger faculty pool than predominantly black colleges. Further, black faculty are only 1.8% (n=350) of the total number of faculty on white campuses, while white faculty are 31% (n=707) of the total number of faculty on predominantly black campuses. It is plausible that large student enrollments and a large faculty pool can mitigate against the establishment of strong faculty-student relationships for white students on white campuses. Earlier research seems to support this finding. Astin and Panos (1969) and Anderson (1984) found that when student characteristics and institutional features were taken into account, attending a large institution negatively influenced degree attainment.

It has been suggested that in a democratic organization, the participation of less than 20% of a specific group is tokenism and that without a critical mass, the ability of the underrepresented group to impact the decision-making structure is compromised (Willie, 1981). The lack of a critical mass of black faculty on these campuses imposes an additional barrier for black students. While it is undoubtedly difficult for students of both races on white campuses to develop relationships with faculty; when these relationships are established, they are somewhat better for white students.

The dearth of black faculty on predominantly white campuses has consequences for black and white students. The lack of role models for black students and the missed opportunities for white students to realize that scholarship and academic prowess are not limited to white faculty (Washington and Harvey, 1989).

A very different pattern of faculty-student relationships is observed on predominantly black campuses where there are typically smaller student enrollments, a smaller faculty pool, and the existence of more than a token representation of white faculty. While size of enrollment, size of faculty pool, and the issue of a critical mass of black/white faculty may offer some explanation for the differences in faculty-student relationships among black students on the two types of campuses; these characteristics would not explain the similarities in faculty-student relationships among white students at the two types of institutions.

While black students on black campuses experience better relationships with faculty than black students on white campuses, there is no difference in faculty-student relationships among white students on the two types of campuses. In spite of the smaller enrollment, smaller faculty pool, and the existence of a critical mass of white faculty at predominantly black schools, white students on both campuses experience the same relationships with faculty.

Enrollment status was found to be a strong predictor of faculty-student relationships. It is plausible then, that the influence of enrollment status accounts for the similarities in faculty-student relationships among white students on both types of campuses. Since white students are less likely than black students to be enrolled full-time in predominantly black institutions, it is conceivable that they, unlike black students, do not have

the opportunity to develop relationships with black or white faculty, and as a result, they do not realize the benefits of the smaller enrollment, smaller faculty pool, and the availability of a critical mass of white faculty.

The subdominant group of students on each type of campus has experienced feelings of discrimination. Although black students on white campuses report higher ratings than white students on black campuses, the experience of discrimination by faculty, students of other races, and the administration is not limited to black students at predominantly white colleges, it is also a part of the experience of white students on predominantly black campuses; and this is the only area where the subdominant groups share a similar experience. These findings suggest that the experiences of both groups of students were influenced by their status as the numerical minority; and findings from studies conducted by Willie (1981) and Allen (1986) would support this conclusion. Both black students on white campuses and white students on black campuses did not feel that campus activities adequately represented their interests. They realized the negative effects of being in the numerical minority.

While the subdominant groups have experienced discrimination on their campuses, predominantly black colleges seem to be more accommodating of student diversity than white colleges. Interestingly, white students on black campuses perceived more accommodation of diversity in the campus environment than that perceived by black students on white campuses. In as much as encounters with discrimination were a part of the college experience for the subdominant groups on both types of campuses, white students on black campuses, more than black students on white campuses, reported open discussion of racial issues, administrative support of minority group activities, and faculty sensitivity to minority group issues. Discussions

around equity and other related issues are more likely to occur on predominantly black campuses than elsewhere (Phillip, 1993).

Recommendations and Implications for Policy and Research

The recruitment of black faculty in sufficient numbers to create a minimum of a critical mass would provide the necessary role models for black students and simultaneously expose white students and faculty to a more diverse representation of scholarship and research. As illustrated by their representation in the sample, predominantly white colleges lag behind predominantly black colleges in movement toward the creation of a critical mass of black faculty and students.

In the sample, 11% of the students enrolled in predominantly black colleges are white while only 6% of the students enrolled in predominantly white colleges are black. Neither black nor white colleges in this sample have established a critical mass of "other race" students; and therefore, it is unlikely that the subdominant group of students on each type of campus, and black faculty at white institutions will impact the decision-making structure, and thus, the status quo is maintained.

A system of rewards and incentives has been suggested as one mechanism for the recruitment of black faculty to white colleges (Jenkins, 1990). The attempt by the Commission on Higher Education of the Middle States Association of Colleges and Schools to establish a diversity criterion for accreditation is instructive of a needed direction to move the rhetoric on the recruitment of black faculty and students to sound strategies for action (Wiley, 1991). College presidents often espouse recruitment and retention as a priority, yet promotions, tenure, and salary increases are still granted on traditional factors of teaching and scholarship., Faculty who engage in

recruitment and retention efforts are typically thanked but not rewarded (Rodriguez, 1994).

The imperative to implement recruitment and retention programs is dictated by the increasing numbers of non-whites of college-going age and by a projection that over 50% of the professoriate will be replaced by the end of the century (Washington and Harvey, 1989). In order for the new professoriate to be representative of the population, efforts to place non-whites in the educational pipeline need to be accelerated. As noted by James Anderson of the University of Richmond, "the longer we play at retention, the more students we lose over time" (Wiley, 1991).

The interminable scenario of the Adams case and its progeny illustrates the need for more definitive action against institutions that fail to comply with the desegregation mandate to recruit "other race" faculty and students, and it serves as an example of the ineffectiveness of "good faith" policies, where plans to desegregate public colleges and universities were considered satisfactory evidence of implementation. Although individual states experienced varying degrees of success in their efforts to implement the Adams Mandate, the policy has not been sufficiently implemented to demonstrate a national impact; white students and faculty are still overrepresented in predominantly white institutions and black students and faculty are still overrepresented in predominantly black institutions.

Efforts to increase the numbers of black students and faculty at predominantly white institutions and white students at predominantly black institutions to a critical mass can also play a key role in alleviating feelings of alienation and fostering a sense of belonging among the subdominant groups. Without the critical mass to impact the decision-making structure, support for the implementation of recruitment and retention programs,

changes in the curriculum to reflect a world view, or other efforts to advance an agenda to the mainstream of the educational debate will continue to be met with vagueness and inaction.

Implications for Future Research

The findings from this study suggest a research agenda that includes a qualitative approach to studying successful recruitment and retention programs in order to develop a model to be replicated in our colleges and universities. One of the key elements of this research would be to examine ways in which the commitment of top administrators is realized.

Secondly, most of the national studies on minority participation in higher education were conducted during the mid 1970s through the mid 1980s. Since then, higher education and its students have changed in many ways, and many of the findings from studies conducted during this period may be outdated (Astin, 1993).

The 1990s provide an opportunity to study minority participation in higher education after the Reagan years. The findings from this new research could then be compared and contrasted with the findings from existing research. The findings from the current study further suggest that the new research agenda include the experiences of white students on black campuses. As a result of abysmally small sample sizes, much of their experiences has been comparatively omitted from the literature.

However, white student enrollment at predominantly Black colleges is increasing. Between 1981 - 1991 enrollment of African-American students on predominantly white campuses changed from 7,404 to 10,062, an increase of 36%. White students on predominantly Black campuses changed from 1,993 to 3,887, an increase of 95% (Johnson, 1993). Recent data from the Office of Minorities in Higher Education (1992) show that African-

American enrollment in Black colleges increased by 4% from 1990-1991, while white student enrollment in these same institutions increased by 5% from 1990-1991.

In addition to the experiences of white students on black campuses, the new research agenda would include a study of the impact of changing demographics on the history, legacy, and mission of black colleges. Predictions by the American Council on Education suggest that a number of black colleges will disappear as racially distinct institutions (Wiley, 1991). With State Boards of Education recommending an elimination/consolidation solution to desegregation, plans need to be developed to ensure their preservation and rich history. Results from this new wave of equity research may uncover the benefits Black colleges hold for both black and white students.

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Table 1

Distribution of the Sample by Type of Institution*

	PREDOMINANTLY BLACK COLLEGES	PREDOMINANTLY WHITE COLLEGES	Total
Total Number of Students	533	3561	4094
Number of Black Students	476	188	664
Number of White Students	57	3373	3430
Number of Females	328	1743	2071
Number of Males	197	1779	1976
Number of full-time Enrollments	468	3349	3817
Number of part-time Enrollments	61	182	243
Total Number of Faculty	2284	19,097	21,381
Number of White Faculty	707	17,912	18,619
Number of Black Faculty	1355	350	1705
Number of Other Race Faculty	222	835	1057

*There are 47 missing cases for student gender (39 cases from white colleges and 8 cases from black colleges) and 34 missing cases for enrollment status (29 cases from white colleges and 5 cases from black colleges).

Table 2 Predictors of Academic Performance

Predictors	Parameter Estimates		
	Model 1 (baseline main effect of controls)	Model 2 (controlled effects of race and schooltype)	Model 3 (uncontrolled effects of race and schooltype)
Intercept	5.431***	5.290***	5.55***
Control Variables			
AGE	0.119***	0.060**	
SEX	-0.304***	- 0.260***	
SES	0.001	0.004	
RACECOM2	-0.068*	-0.108***	
APTITUDE	0.087***	0.091***	
FULL	0.176	-0.098	
All twoway Interactions Among Control Variables		‹Included›	
Question Variables			
Race		-0.680***	-1.350***
Schltype		0.539**	0.654***
Race*schltype		0.720*	
R^2	0.19869	0.23282	0.03443

KEY
*P<.05
**P<.01
***p<.001

Table 3 Predictors of Faculty-Student Relationships

	Parameter Estimates		
Predictors	Model 1 (baseline main effect of controls)	Model 2 (controlled effects of race and schooltype)	Model 3 (uncontrolled effects of race and schooltype)
Intercept	12.0***	11.85***	11.71***
Control Variables			
AGE	0.243***	0.255***	
SEX	-0.885***	-0.823***	
SES	-0.002	0.005	
RACECOM2	0.303***	0.145*	
APTITUDE	-0.041***	-0.015*	
FULL	-0.140	1.161**	
All twoway Interactions Among Control Variables		‹Included›	
Question Variables			
Race		-.176	0.135
Schltype		0.805	0.642
Race*schltype		2.010**	1.73**
R^2	0.05704	0.08550	.04580

KEY
*P<.05
**P<.01
***P<.001

Table 4 Predictors of Feelings of Discrimination

Predictors	Parameter Estimates		
	Model 1 (baseline main effect of controls)	Model 2 (controlled effects of race and schooltype)	Model 3 (uncontrolled effects of race and schooltype)
Intercept	5.866***	5.729***	5.720***
Control Variables			
AGE	0.068**	0.071***	
SEX	0.235***	0.277***	
SES	- 0.001	0.008*	
RACECOM2	0.147***	0.131***	
APTITUDE	0.003	0.004	
FULL	0.161	0.049	
Question Variables			
Race		3.258***	3.232***
Schltype		2.615***	2.745***
Race*schltype		- 6.271***	- 6.302***
R^2	0.01289	0.13575	0.12626

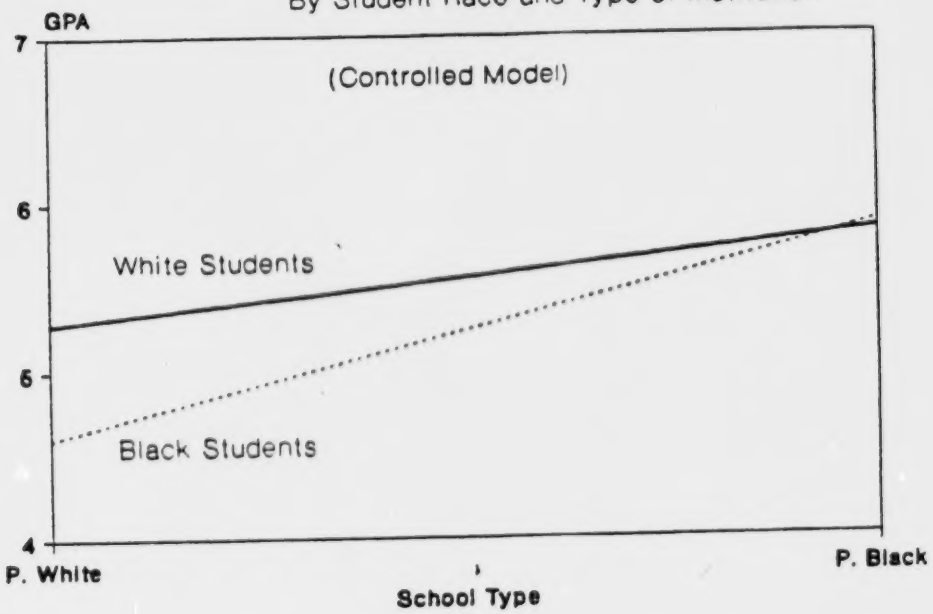
KEY
*P<.05
**P<.01
***P<.001

Table 5 Predictors of the Accommodation of Student Diversity in the Campus Environment

Predictors	Parameter Estimates		
	Model 1 (baseline main effect of controls)	Model 2 (controlled effects of race and schooltype)	Model 3 (uncontrolled effects of race and schooltype)
Intercept	13.12***	13.22***	13.19***
Control Variables			
AGE	-0.080**	-0.063**	
SEX	-0.074	-0.125	
SES	-7.358	-0.013**	
RACECOM2	0.006	-0.007	
APTITUDE	-0.008*	-0.005	
FULL	0.158	0.197	
All twoway Interactions Among Control Variables and schltype		‹Included›	
Question Variables			
Race		-3.320***	-3.144***
Schltype		-1.074**	-1.690***
Race*schltype		5.576***	5.644***
R^2	0.00365	0.10924	0.09843

KEY
*P<.05
**P<.01
***P<.001

Figure 1 Fitted Values of Academic Performance
By Student Race and Type of Institution



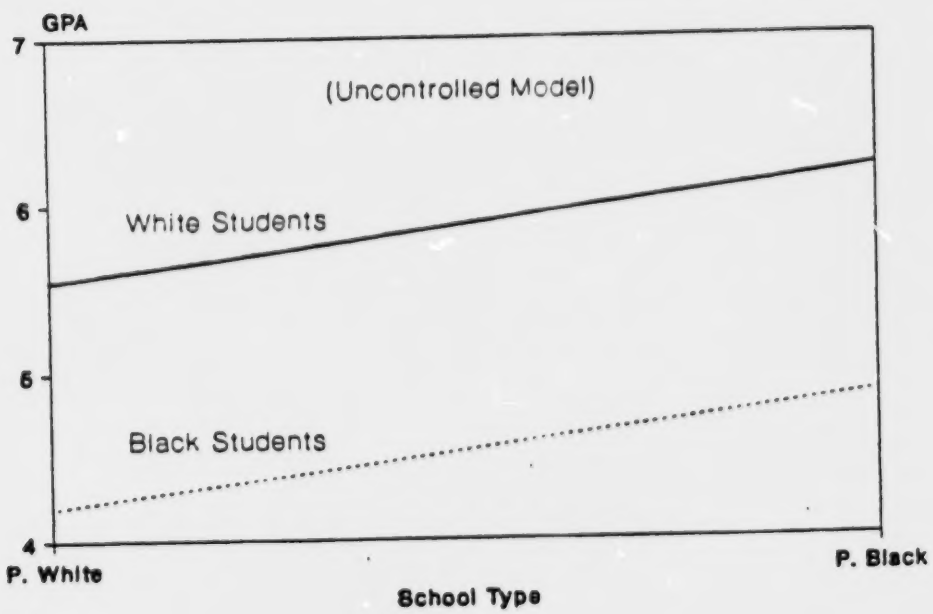
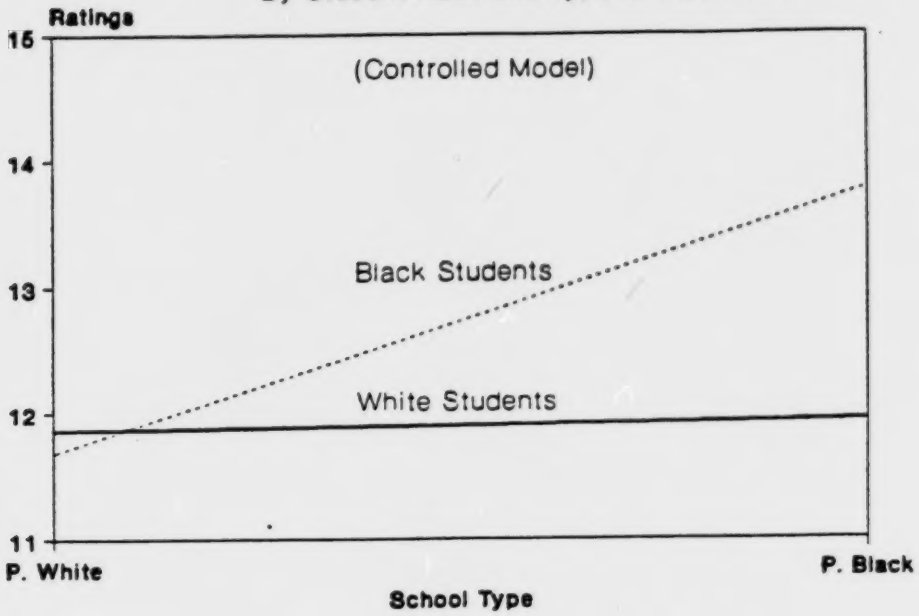


Figure 2 Fitted Values of Faculty-Student Relationships By Student Race and Type of Institution



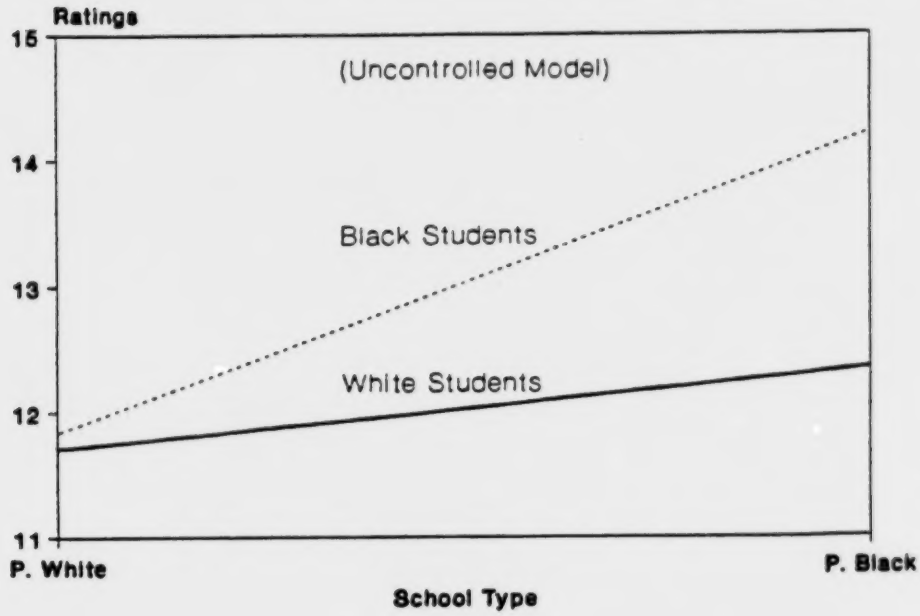
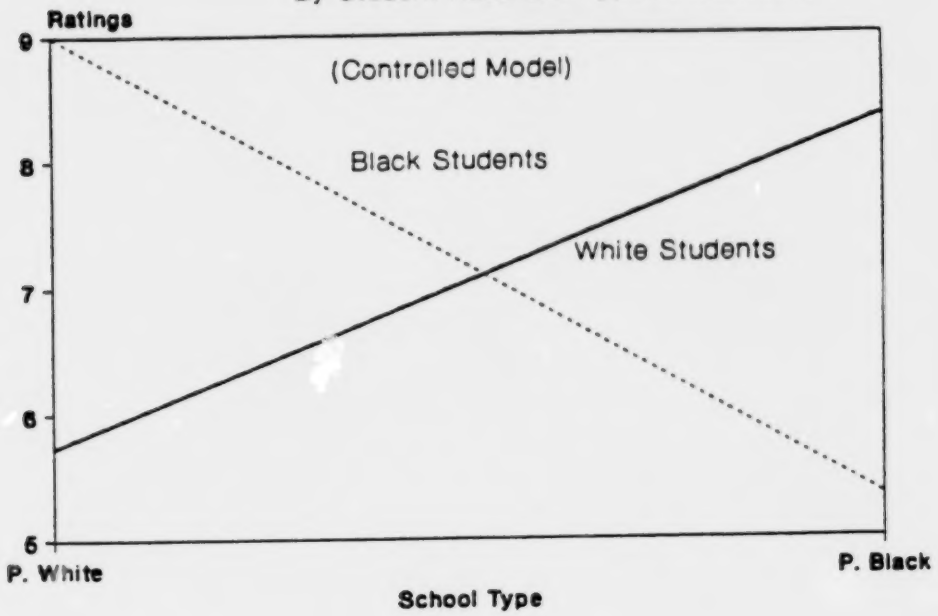


Figure 3 Fitted Values of Feelings of Discrimination
By Student Race and Type of Institution



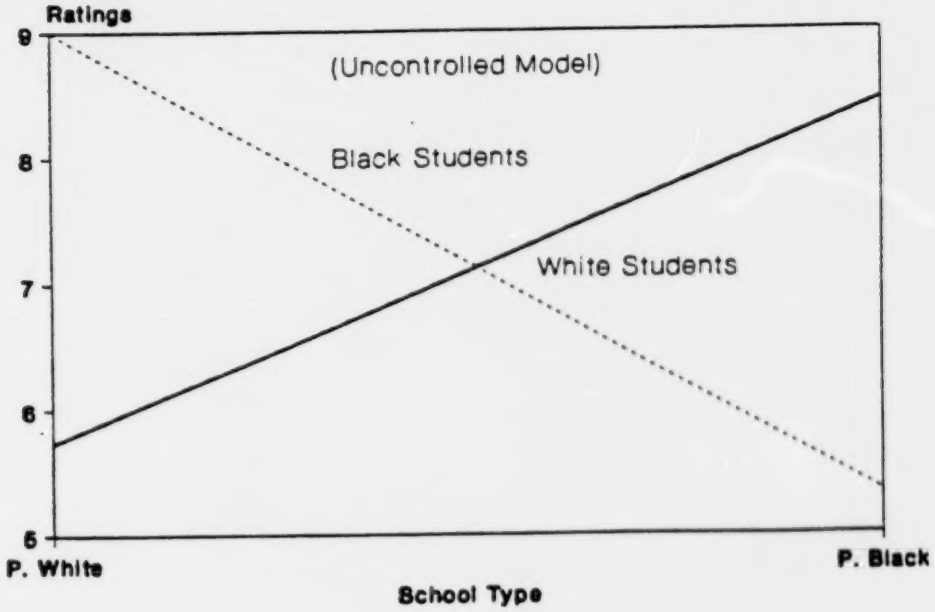
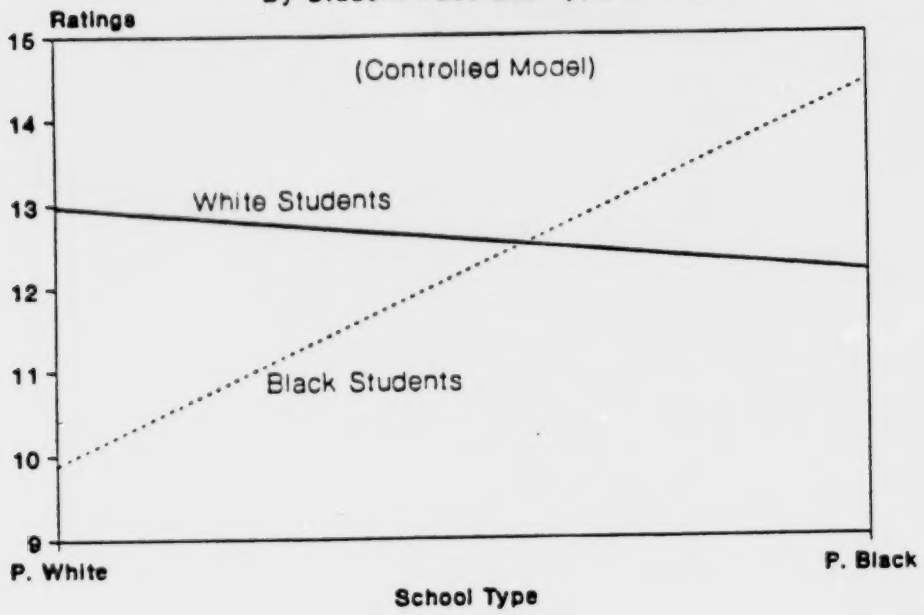
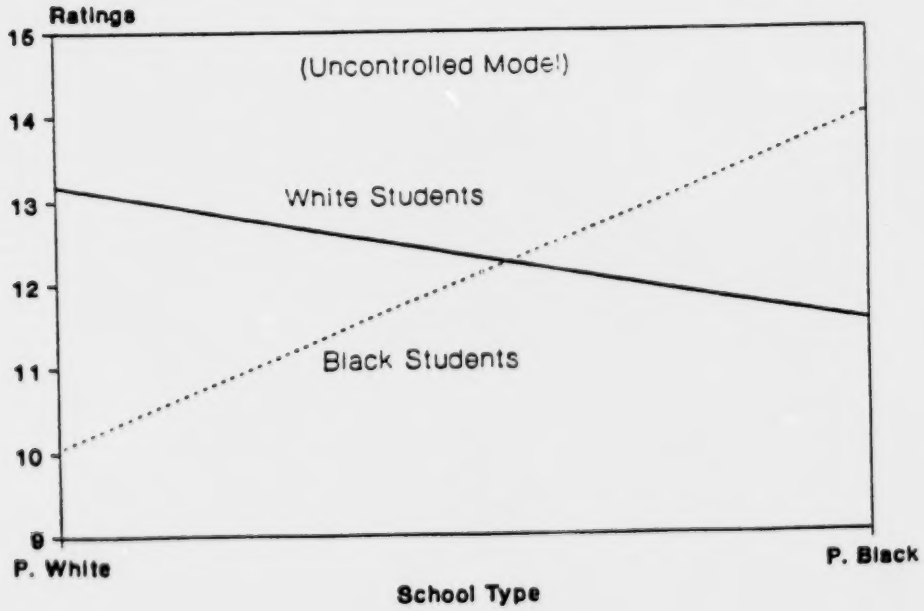


Figure 4 Fitted Values of Accommodation of Diversity
By Student Race and Type of Institution





APPENDIX A

Variable Names and Descriptions

AGE	Student Age
RACE	Student Race (0 - white students, 1 - black students)
SEX	Student Gender (1 - female, 2 - male)
FULL	Enrollment Status (1 - full-time, 2 - part-time)
SCHLTYPE	(0 - predominantly white colleges, 1 - predominantly black colleges)
ACADEMIC PERFORMANCE	Self-reported Grade Point Average
RACECOM2	Racial Composition of the High School Attended
SES	A composited variable including - occupation of head of household, estimated total parental income, highest level of father's education, and highest level of mother's education
APTITUDE	A composite of high school grade point average and SAT score

Feelings of Discrimination

I often feel discriminated against because of my race by faculty on this campus.

I often feel discriminated against by students on this campus whose race is different from my own.

The administration on this campus discriminates against students of my race

Accommodation of Student Diversity within the Campus Environment

There is administrative support of minority group organizations and programs on this campus

There is little or no discrimination on his campus

Faculty members on this campus are sensitive to issues that are important to students of my race

There is open discussion of racial issues on this campus

Faculty and Student Relationships:

There is very little contact between professors and students outside the classroom.

When I have difficulty with an assignment, I talk it over with my professor.

Socialized informally with a faculty member

Discussed your career plans and ambitions with a faculty member

Discussed personal problems or concerns with a faculty member